

# This I Believe: Patchwork Assessment Rubrics

As we focus on discovering and developing our personal voice in our Language Arts classrooms, we begin the year with a call for all of you to write your personal statements of belief. (Learn about the history of This I Believe at [www.thisibelieve.org](http://www.thisibelieve.org).)

## The task:

Write a 350 to 500-word personal essay, expressing your authentic and heartfelt belief. (This will later be turned into a podcast.)

## The process:

1. Your teachers would have worked with you on some pre-writing activities to get you started on thinking about your personal philosophy of life.
2. Sample what Grade 9 students of Arapahoe High School (USA) have written for This I Believe (<http://ahsthisibelieve.wikispaces.com/Moritz3EversonA1>)
3. Patchwork 1: Write a rough draft of your personal essay before your teacher assigns the submission for the hook. Your teacher will talk you through some strategies you can use for your introductory paragraph. (T1W3L1, Jan 17/18)
4. Patchwork 2: Submit a first draft for peer evaluation. You will be graded on your evaluation of your peers' essays. (T1W4L1, Jan 24/25)
5. Patchwork 3: Based on your peer's feedback, you will revise your essay for final grading. (T1W5L1, Jan 31/Feb 1)
6. Final product: Record your essay into podcast (MP3) for submission online, together with essay in PDF. (T1W8, 28 Feb)

## The assessment:

### Patchwork 1: THE HOOK (10 marks)

Limited (1-2)	Basic (3-5)	Sound (6-8)	High (9-10)
* No recognizable strategy is used to signal the purpose for writing * The introduction does not hook the reader's interest * Details are limited and there is no explanation	* The strategy used appears haphazard and mixed in its intent * The introduction may or may not hook the reader's interest; it may unsettle the reader * Details are provided but there may not be much in-depth explanation	* A strategy is identifiable but it lacks the force of intent/purpose * It arouses the reader's interest enough to want to give the essay a chance * Details are clear but lacking somewhat in originality and strength.	* It employs an effective strategy (e.g. question, quotation, strong statement, metaphor, description, etc.) for the intended purpose * It highly arouses the reader's interest with originality and strength * Details provided clearly communicates to the reader what the essay is about

### Patchwork 2: THE COLLABORATION – PEER EVALUATION (10 marks)

Limited (1-2)	Basic (3-5)	Sound (6-8)	High (9-10)
* Feedback given is generic and too general for it to be useful to the writer * May or may not have fulfilled the number of evaluations	* Comments may be general and/or obvious, but still provide some assurances to the writer as to what is good or not so good * Fulfills the requirement for number of evaluations	* Comments and/or questions provoke some thoughts for the writer to consider specific points for review or editing; may be focused on non-essentials * Fulfills the requirement for number of evaluations	* Comments and questions prompts the writer to address essential parts of her writing that may be confused or confusing. * Fulfills the requirement for number of evaluations

#### Peer review prompts:

- Does the essay fulfill the task requirement?
- Is the essay coherent? Does it hang together well?
- Is the evidence appropriate and effective?
- Is there a sense of the writer's personality and beliefs coming through?

### Patchwork 3: THE ESSAY (30 marks)

Part A				
	Band 1 (14-15)	Band 2 (12-13)	Band 3 (10-11)	Band 4 (8-9)
<b>Content</b> * Purpose  * Relevance  * Material  * Development	Reflects a sophisticated understanding of the task  Demands of question are skilfully and consistently addressed in depth  Skilful use of material showing awareness of significant detail / elaboration  Skilful flow and development of content, arousing sustained interest	Reflects a mature understanding of the task  Demands of question are effectively and consistently addressed  Consistently good use of ample and insightful material  Effective flow and development of content, arousing interest	Reflects a competent understanding of the task  Demands of question are generally addressed though not all implications are considered  Generally uses competent material  Competent flow and development of content, with occasional interesting highlights	Reflects a pedestrian understanding of the task, with minor misunderstanding  Demands of question are partially addressed; slight misinterpretation  Generally uses commonplace material of limited coverage  Flow and development is not consistently sustained, with occasional short digressions
<b>Structure</b> • Presentation  • Coherence	Shows mastery and control of planning, especially opening and concluding paragraphs  Ideas are cogently arranged with force and economy  Transitions are well handled with effective links	Shows unity and evidence of planning  Ideas are effectively arranged  Transitions are handled with largely effective links	Shows overall coherence and sufficient planning  Ideas are appropriately arranged  Transitions occasionally marred by absent or inappropriate links	Shows some coherence but may not always be effective (e.g. lack proper closure)  Ideas occasionally arranged in a haphazard way  Transitions frequently marred by absent or inappropriate links
Part B				
	Band 1 (14-15)	Band 2 (12-13)	Band 3 (10-11)	Band 4 (8-9)
<b>Language</b> * Grammar  * Vocabulary  * Use of rhetorical devices  * Tone / register	Satisfies <u>all</u> of criteria for effective and accurate use of language (see next page for elaboration)  Sophisticated range (esp wrt topic); lexical choices are deliberate, purposeful and effective  Fresh, sophisticated and very effective rhetorical devices, appropriate to the text type  Consistent use of effective tone / register	Satisfies <u>most</u> of criteria with occasional lapses;  Wide range (enough to convey shades of meaning) and effective  Competent and effective rhetorical devices  Consistent use of largely appropriate tone / register	Satisfies <u>some</u> criteria; errors may occur but they do not confuse meaning;  Simple (mistakes when sophistication is attempted) but largely appropriate range of vocabulary  Relevant and appropriate  Some slips in tone / register which does not mar overall effect	Occasionally satisfies criteria but frequent errors, causing distraction and some confusion;  Limited (with idiomatic errors) and inappropriate words that may hinder understanding  Tends to be unsophisticated and rather ineffective  Often uneven or inappropriate

### ORAL PRESENTATION: PODCAST RECORDING (9 marks / 10% CA1)

Pronunciation/Articulation		Fluency/Rhythm		Expressiveness	
3	Near-perfect pronunciation / Very clear articulation	3	Read with fluency and good pace and appropriate rhythm and stress	3	Varies pitch and tone in order to convey the information, idea and feelings in a passage
2	Occasional errors in pronunciation / Generally clear articulation	2	A mainly fluent reader with some mistakes in stress and rhythm	2	Some variation of pitch and tone for expressive effect, but not always appropriate to the passage
1	Inaccurate pronunciation / Some attempts are made to maintain clarity of articulation	1	Hesitant reader with frequent mistakes in stress and rhythm	1	A slight attempt to achieve expressiveness through variations of pitch and tone. Use largely inappropriate variations
0	Very weak pronunciation / Little clarity of articulation	0	Very hesitant reader with many errors in stress and rhythm	0	Reads in monotone